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# Assessing the Impact of a Role Model in the Construction of Professional Identities

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# Assessing the Impact of a Role Model in the Construction of Professional Identities

## **Abstract**

We investigated the effects of the presence of a role model on self-efficacy among individuals who are new to an organization. This research was conducted through an Amazon Mechanical Turk experiment in April 2018. We randomized 60 participants into two groups: role model group and control group. Participants in the role model group (group 1) were asked to respond to a prompt by describing an individual they consider a role model and any interactions that occurred or that was witnessed with that individual. Participants in the control group were asked to describe an individual in their firm and any positive or negative interactions witnessed. After the completion of this task, participants completed a set of survey questions, including the Rosenberg Self-esteem questionnaire and the General Self-Efficacy questionnaire. To conclude, we were unable to demonstrate that individuals in role model group had significantly higher appraisal of their own self-efficacy when compared to the control group.

## **Keywords**

role model, career, self-efficacy, professional identity, employee, new hire

## **Disciplines**

Business

ASSESSING THE IMPACT OF A ROLE MODEL IN THE CONSTRUCTION OF  
PROFESSIONAL IDENTITIES

By

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An Undergraduate Thesis submitted in partial fulfillment of the requirements for the

WHARTON RESEARCH SCHOLARS

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## **ABSTRACT**

We investigated the effects of the presence of a role model on self-efficacy among individuals who are new to an organization. This research was conducted through an Amazon Mechanical Turk experiment in April 2018. We randomized 60 participants into two groups: role model group and control group. Participants in the role model group (group 1) were asked to respond to a prompt by describing an individual they consider a role model and any interactions that occurred or that was witnessed with that individual. Participants in the control group were asked to describe an individual in their firm and any positive or negative interactions witnessed. After the completion of this task, participants completed a set of survey questions, including the Rosenberg Self-esteem questionnaire and the General Self-Efficacy questionnaire. To conclude, we were unable to demonstrate that individuals in role model group had significantly higher appraisal of their own self-efficacy when compared to the control group.

Keywords: role model, career, self-efficacy, professional identity, employee, new hire

## INTRODUCTION

The importance of role models has resurfaced in recent years, forming a call to action for firms to develop leadership whose behaviors and moral standing are replicable. Firms are expected to have their leadership display characteristics consistent with the actions of a positive role model for their employees (Gibson 2004; Deal & Kennedy 1982). At the same time, in conversational usage, success is often attributed to the presence of good role models in a person's life. In these discussions surrounding career development, the concept of having a role model often emerges. A positive role model offers role-specific information, including information about performance standards and skill expertise, which can be enhancing to feelings of self-efficacy (Gibson 2004; Bandura 1977). On the other hand, firms that continue to retain leadership whose behaviors and moral standing are frowned upon have seen increased scrutiny and backlash by former employees describing a toxic atmosphere propagated by their leaders. These firm's brands are hurt along with, presumably, their ability to hire, retain, and groom talent.

Beyond simply showcasing competence in the job function, a role model taps into our introspective nature, indicating potential pathway for success (Ibarra 1999). Organizations have recognized these benefits and instituted mentoring programs to provide increased interaction among junior and senior employees. In this form of matching, the firm attempts to bridge the knowledge and culture gap that an experienced employee may have over a junior person (Allen et al. 2004). These initiatives, although beneficial, mimic the literature describing mentoring as opposed to role modeling.

When new employees join an organization, they have the challenge of decoding the behaviors that are rewarded in that system. With this appraisal comes understanding of how their

professional identity coincides with the firm's as well as the changes occurring in that profession. As a result, employees need to adjust to a new environment and craft their own professional identity. Ibarra (1999) notes that individuals construct their professional identity through a series of experimentation with traits, styles, and actions gleaned for other individuals. When members are new to a firm, it is not always clear which individuals can be considered role models before significant time has occurred. Therefore, the adoption process may be delayed. For individuals who are able to find a role model when they have joined an organization, they may be able to adjust to the firm's environment quicker. This paper plans to explore the relationship between the self-efficacy of a new employee and the presence of a role model in that organization.

## LITERATURE REVIEW

### Professional Identity

Professional identity plays a central role in how individuals carry and motivate themselves. Professional identity is defined as “the relatively stable and enduring constellation of attributes, beliefs, values, motives, and experiences in terms of which people define themselves in a professional role (Ibarra 1999; Schein 1978). It helps provide meaning to the work that is done and its contribution to society. The way individuals develop their professional identity, consequently, shapes their behavior at work. Ibarra notes that individuals experiment with images, behaviors, and attributes that could serve as future professional selves. These “provisional selves” as she coined are adopted in whole or selectively from the model actors we interact with (Gibson 2003; Ibarra 1999). The provisional selves are evaluated against internal and external standards and subsequently used to inform how we mold our professional identities, shaping the behaviors that occur in the workplace. At times, these replicated attributes fit into a person’s existing style; however, there may also be conflicts that prevent successful adoption of those traits. In situations like these, individuals adopt a “true to self” strategy, valuing authenticity and long-term character consistency over exaggerative behaviors that can be unnatural or uncomfortable.

Dobrow and Higgins build on Ibarra’s work on provisional selves by conducting a longitudinal study on the exploration of professional identity (Dobrow and Higgins 2005). The authors find a negative relationship between development network density and clarity of professional identity. Their research proposes that the breadth of role models may be indicative of the opportunities an individual has to explore different professional identities;



“increased professional identity exploration is reflected in increased clarity of professional identity at a later point in time (Dobrow and Higgins 2005).” These insights are important as new employees join a firm. In the construction of a professional identity, broad information from multiple role models may accelerate the process in clarifying professional identity.

## **Role Models**

A role model is an individual whose actions or behaviors serve as an example for others. In Western society, these role models tend to be famous persons, celebrities, and professional leaders who have accomplished something great. Their influences are ingrained in our culture, providing both motivation towards career and personal goals as well as, in other situations, examples of a behavior not to replicate. A positive role model provides an aspirational perspective on honorable behavior while a negative role models sheds light on the consequences involved with unfavorable actions. Beyond the positive and negative perspective in role modeling, the underlying impact of a role model is not always clear.

Lockwood and Kunda (1997) illuminated that role models may not always draw out positive, aspirational effects. Indeed, relevant superstars whose success seems attainable can be inspiring. These individuals engage in a deeper level with our personal identity through a belief that one is capable of a similar type of success. For these conditions to occur, the role model must share similarities with the individual. Studies have shown that individuals feel motivated to achieve more when they share a common trait. (Asgari et al. 2011; Heilman et al. 2004; Ibarra 1999; Lockwood and Kunda 1997). On the hand, if expectations of this success are low despite the similarities between the individuals, are people still enhanced? Lockwood and Kunda find that participants experience some self-deflation, although it was not statistically significant. A

likely explanation is that participants undid mental comparisons that were threatening to the self (Gilbert, Giesler, and Morris 1995). In another research conducted, women seeing other successful women leaders framed as dissimilar to themselves led to participants “explicitly” attributing fewer leadership qualities to themselves and subsequently deflating their career aspirations (Asgari et al. 2011). This research suggest that these highly similar individuals framed “as framed as different from oneself is a threatening experience that makes women avoid future leadership opportunities (Asgari et al. 2011; Rudman and Phelan 2010).”

In contextualizing this research, it is important to make note that certain jobs and industries are characterized by their gender type (Powell 2002). For instance, entrepreneurship is gendered heavily towards male in venture funding and popular press coverage. Within industry work, upper management is considered more male-orientated while sectarian work is seen as a “woman’s work” (Gupta et al. 2009; Heilman 2001). A successful women role model in a male-gendered occupation can have an especially powerful effect on women (Heilman et al. 2004).

Another possibility that may occur when social comparison is high yet achievement to the level of the superstar is not as pronounced is envy (Parrott & Smith, 1993). Envy is a sharp emotional experience accompanied by feelings of inferiority, discontent, or even ill-will towards the envied individual. In the workplace, envy may lead to a dysfunctional environment, reducing productivity and cooperation (Bedeian 1995; Parks et al. 2002). These feelings of envy are unintended effects that a role model may elicit (Huang et al. 2018). Therefore, role models may have multiple effects on individuals. It is not constrained to positive effects, but also include unintended effects. In preventing against envy, Huang et al. find that when successful entrepreneurs reveal their failures in their pitch competition, other entrepreneurs feel less malicious envy and even feel motivated to achieve more.

## **Difference between Role Model and a Mentor**

It is important to note the differences between a role model and a mentor. A mentor is an experienced or trusted advisor who shares resources with the mentee. In this relationship, there is a direct communication and often professional support in the form of advice, guidance, sponsorship, protection, and coaching (Lockwood 2006). The mentor may also find benefit in the internal satisfaction in developing a younger colleague, gaining respect from peers in successfully grooming talent for the organization, and developing a new friendship (Kram 1985). With respect to a role model, there is often not that same personal connection or two-way benefit. The key difference relates to the closeness of the relationship between both parties. A role model, however, can develop into a mentoring relationship if the individuals are aware of each other. This study narrows the scope of interest to the role modeling relationship.

## **HYPOTHESIS**

We test the hypothesis that people new to an organization are more likely to be motivated towards success if they have identified a role model at their firm. Joining a new employer can be stressful. In popular press, numerous articles have encouraged new hires to “keep your head down and work hard” or “smile, ask questions, and be interested.” Beyond navigating the cultural dynamic, supervisors place high performance demands on new hires by encouraging them to “hit the ground running.” These phrases have made their way into our lexicon to describe the expectations placed on new hires. However, they may also run incongruent to a person’s natural inclination.

If new hires can find a successful other like themselves within the firm, that individual showcases a pathway for success from a similar background or interest. From the beginning, the new employees can associate their character with the level of excellence and mental representation needed to achieve like the role model. For example, when framing women leaders as like themselves, female participants' self-concept and their mental representation of successful others converge. "The leadership attributes associated with the exemplars become associated with the self (Asgari et al. 2011)." Individuals are thus able to recognize their own leadership and achievement orientation to motivate themselves or modify their own self-concept overtime to reflect the attributes of their role model. In constructing a professional identity, individuals can anchor their professional identity around the successful other they have identified when they joined.

## **METHODOLOGY**

### **Participants**

We recruited 60 participants from Amazon's Mechanical Turk to participate in a study in exchange for \$1.00. All participants were U.S. citizens. We recruited participants who had indicated that they had joined a new organization within the past 6 months as of May 2018.

### **Design and Procedure**

Participants were randomly segmented into two groups: role model group and control group. After which, they were asked to write a short paragraph in response to a prompt and complete a set of survey questions. A preliminary survey is conducted to test the similarity between the individual the participants chose to write about in their prompt and themselves. This

survey consists of questions related to professional goals, religious background, academic background, communication style, and leisure activity interest. It is a seven-point Likert Scale ranging from Strongly disagree to Strongly agree. The next survey is adapted from the Rosenberg Self-Esteem Scale for evaluating individual self-esteem (Rosenberg, M. 1965). The Rosenberg self-esteem measure is a widely used scale in social-science research. It consists of a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. Questions are answered using a four-point Likert scale, from strongly agree to strongly disagree. Scores are on a continuous scale whereby higher scores indicate higher self-esteem. In addition, the General Self-Efficacy Scale (GSE) was employed to assess a general sense of perceived self-efficacy. This construct represents the belief that individuals can perform a new or difficult task and cope with adversity (Schwarzer, 1992). The scale consists of a 10-item questionnaire with a four-point scale ranging from Not at all true to Exactly true.

Participants in Group 1 were given the following instructions: “Please take 2 minutes to reflect on one individual within your organization that you would consider a role model. While you reflect, consider what attributes led you to choose this individual and any interaction you have had with that person. Please write a few sentences describing an experience you witnessed or had with the person you have chosen. In your response, please describe your reasoning behind choosing that person.”

Participants in Group 2 were given the following instructions: “Please take 2 minutes to reflect on one individual within your organization. While you reflect, consider what attributes led you to choose this individual and any interaction you have had with that person. Please write a few sentences describing an experience you witnessed or had with the person you have chosen.

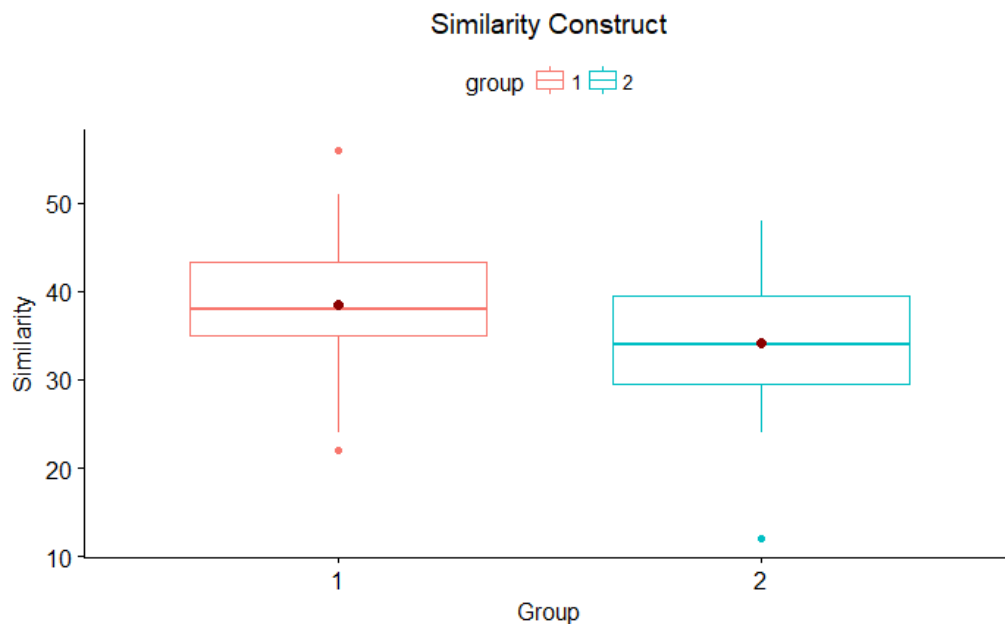
Your experience may be positive or negative. In your response, please describe your reasoning behind choosing that person.”

As a manipulation check, we asked participants to recall the topic of the prompt they had read and choose accurately from a list of choices.

## RESULTS

We included 59 participants (36 male, 23 female) in the analysis, after excluding 1 participant who did not follow the instructions. The average age of participants was 35.75 years ( $SD = 10.32$ ). The lowest education completed among participants was Associates degree ( $n = 10$ ) while the majority of participants had bachelor’s degree or higher. First, we analyzed the initial similarity response to test whether Group 1 would report higher similarity scores for the individuals they were asked to write about which were role models at their firm.

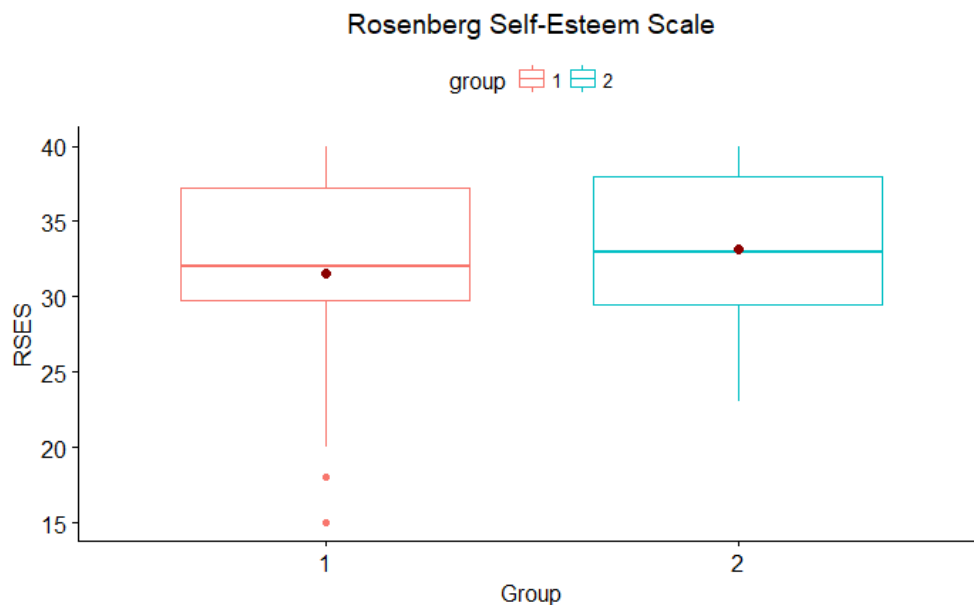
Similarity Construct Scores						
Group	n	Minimum	Maximum	Mean	SD	Median
Group 1	32	22	56	38.50	7.62	38.00
Group 2	27	12	48	34.07	7.83	34.00



Group 1 reported a higher mean than group 2. An analysis of variance (ANOVA) at  $p < .05$  was conducted on the difference between Group 1 and Group 2. Group 1 reported a statistically higher score than group 2 did ( $p = .03$ , 95%  $CI = 0.37, 8.48$ ).

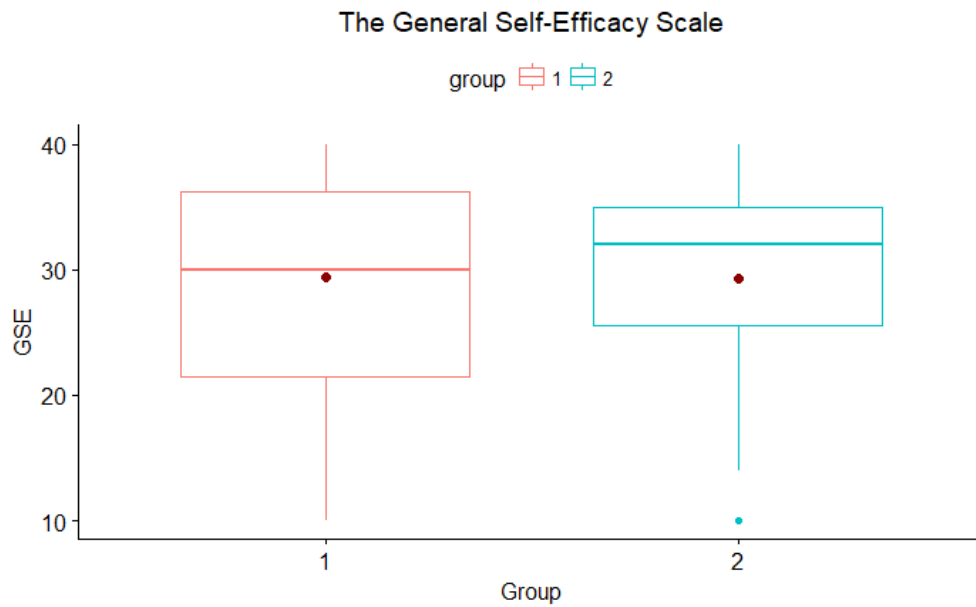
Further regression analysis was tested on the Rosenberg Self-Esteem Scale. Group 1 reported a lower mean on the Rosenberg scale than group 2 did; however, the result was not statistically significant ( $p = 0.31$ ). An analysis of variance was conducted with the dummy variable for gender and an interaction term included. Both the dummy variable gender and the interaction term were not statistically significant.

Rosenberg Self-Esteem Scale						
Group	n	Minimum	Maximum	Mean	SD	Median
Group 1	32	15	40	31.56	7.32	32
Group 2	27	23	40	33.19	4.94	33



For the General Self-Efficacy Scale, an ANOVA analysis was tested on both groups. Group 1 ( $mean = 29.37$ ) and group 2 ( $mean = 29.23$ ) reported nearly identically means.

The General Self-Efficacy Scale						
Group	n	Minimum	Maximum	Mean	SD	Median
Group 1	32	10	40	29.37	8.77	30
Group 2	27	10	40	29.25	9.52	32



Within group 1, 16 males described their role model using male pronouns within their firm. Two other males did not use gender specific pronouns to describe their role model. Among the women, 13 women described their role model using female pronouns. One other women did not use gender specific pronouns.

Participants in group 1 described their role models in positives terms, focusing on the skills and expertise of the role model and the corresponding personality traits that make that person



unique. One participant chose Jen as her role model for her fairness and toughness but contrasted that with her “kind and giving” personality.

"My supervisor Jen has really been an inspiration for me. She has been very helpful to my job and my personal life. She has been at the job for over a decade so she has plenty of experience and a lot of tips to give me. I like how she is a fair person and takes care of those around her. She pretends to be tough but she is a very kind and giving person. She is just careful who she lets see that side of her.

But you also know to not mess with her. To not screw up at work and to do your job. She also has opinions on my personal life. More like advice. And she has some good advice too. I like her leadership skills and how she treats everyone equally. I wish to have more of those qualities.”

Another participant described his experience in the onboarding process and subsequent encounter with his role model as follows:

“When I joined the organization it seemed like some people in HR didn't know what they were doing, and I was shuffled around for a bit before finding where I needed to be. I happened to get placed with someone who had worked there for several years and who clearly had a great deal of knowledge about the company and its services. On the first day of my training, I essentially shadowed him while he showed me a lot of different things that I'd need to know, even though he wasn't given any direction or anything to guide him in my training. I think the fact that he had so much experience and know-how meant that he didn't need that additional guidance, although I think he could have benefited from it just for the sake of pleasing the higher-ups. That's someone I strive to be: someone who

knows enough to take care of the task at hand, even if it isn't a typical assignment, and who can adapt to help others even with a moment's notice.”

Participants in Group 2 described individuals they recently encountered before taking the study, colleagues that they were frustrated with, or individuals they enjoyed working with.

## **DISCUSSION**

Participants who were asked to recall a role model in their organization did not score significantly higher on the Rosenberg Self-esteem scale or the Generalized Self-Efficacy Scale than participants who were asked to recall an individual at their firm. This study has not demonstrated that individuals who can identify a role model early into a new job have higher levels of self-efficacy. Nevertheless, in the descriptions collected, participants paid special attention to the specific traits and attributes they indicated they admired or wanted to acquire.

In addition, most of the participants indicated same gender role models. This occurrence relates to the literature by Lockwood (2006) on same-gender matching for role models. For women, same-gender role models may be especially beneficial for showcasing ways to overcome gender bias, being an inspiration of success, or changing the gender stereotype of women succeeding in male dominated fields. For men, Lockwood expresses that it was not clear that whether men chose same gender role models because they identified more with males who achieved success or because they have been exposed to more examples of successful men in their career. In this study, Lockwood outlined the importance of gender matching among role models and our participants overwhelmingly chose same gender matches.

## Limitations

In the design of this study, there are limitations to consider. First, the sample size for the experimental condition was small. To witness a more robust effect, a sample size of 385 participants is required for a 5% margin of error and 95% confidence level. Increasing the sample size increases the cost and the time needed to collect responses from individuals who have recently joined a new organization. In an initial iteration of this study, a larger sample size ( $n = 170$ ) was procured although a non-upgraded version of Qualtrics restricted the amount of data visible to the researcher and there was no regional constraint in the initial survey. A second iteration was conducted using an upgraded Qualtrics account, restricting participants to the United States. There was no overlap of participants in the initial and second survey. Another limitation that occurred relates the methodology for the control group. Although participants in the control group were not tasked with describing a role model at their firm, a few individuals chose to write their prompt describing the positive influence of a member in their organization. The control group was tasked with describing an individual at their firm and any positive or negative interactions witnessed. In a further analysis, additional instructions should have clarified the type of description warranted. Lastly, to further understand how participants construct and evaluate their own professional identity, interviews may be conducted to understand the specific identity construction process that participants undertake during the initial weeks on the job.

## **CONCLUSION**

Role models play an important role in the construction of a professional identity. Role models provide an example of possible selves that can be tested and evaluated for further self-enhancement (Ibarra 1999). These relationships can take the form of a single direction whereby one is looking to the role model for perceived similarities or it can span into more interaction such as in a mentorship relationship. In this research, we investigated the effects of the presence of a role model on self-efficacy among individuals who are new to an organization. Although there were no significant effects detected for new employees, this research suggest additional areas to explore to contextualize the effect of a role model.

### **Future Research**

In these discussion of role models, diversity is a topic that must be introduced. At the upper managerial positions of Fortune 500 companies, there is little gender or racial diversity (White 2017). The construction of professional identity for these members of a minority group, may thus, differ from those of a majority group. For instance, racism, sexism, and discrimination may limit the scope of provisional selves considered, and the absence of minority role models may differently shape the construction of a professional self (Slay and Smith 2011). Although, there is an abundance of literature, both scholarly and popular, examining the influence of race on career trajectory, not much has looked specifically as to the construction of professional identity along this path. To be both Black and a police officer or Hispanic and an immigration officer offers a striking contrast, given the historical and more recent conflicts between both parties. The social pressures applied from both work colleagues and peers outside of work shape the professional identity construction process. The presence, or lack thereof, of a role model who has navigated these challenges provide an interesting catalyst for further exploration.

The nature of professional identity may evolve with the changes occurring in the labor force. The trend of professionals staying at one company over their entire working career has waned in favor of a model involving multiple careers over a lifetime. In a study conducted by LinkedIn, the firm found that for the first five years after graduation “people who graduated between 1986 and 1990 averaged more than 1.6 jobs, and people who graduated between 2006 and 2010 averaged nearly 2.85 jobs (Berger 2016).” Workers today are taking on more jobs, sometimes simultaneously, and acquiring a portfolio of skillsets that could be applied in different ways. This broadening of skillsets has increased the complexity of how workers construct their professional identity (Caza and Creary 2016). More research can be initiated to follow the influence of a role model in the evolving complexity of work and the professional identity construction process.

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## APPENDIX

**Q1)**

Have you joined a new organization in the last 6 months?

**Q2)**

### Consent Form

You are being asked to take part in a research study of how young professionals construct their professional identities. Please read this form carefully.

You must be 18 years or older to participate in this study.

**What the study is about:** The purpose of this study is to learn about the influence of an individual in constructing a professional identity. You must have recently joined a new organization in the last 6 months.

**What we will ask you to do:** If you agree to be in this study, you will be asked to write a short paragraph about an individual within your organization and answer a series of questions. The questionnaires will include questions about your academic interests, professional interests, and hobby interest. In addition, further questions will be related to self-perception. The survey will take about 10-15 minutes to complete.

**Risks and benefits:**

We do not anticipate any risks to you participating in this study other than those encountered in day-to-day life. Nevertheless, the survey questions require introspection which may cause uncomfortable feelings.

There are no benefits to you beyond the advanced of general knowledge.

**Compensation:** You will earn compensation via the Amazon Mechanical Turk system. MTurk worker ID will only be used to distribute payment.

**Your answers will be confidential.** The records of this study will be kept private. In any sort of report we make public we will not include any information that will make it possible to identify you. Research records will be kept in a locked; only the researchers will have access to the records.

**Taking part is voluntary:** Taking part in this study is completely voluntary. You may skip any questions that you do not want to answer. If you decide to take part, you are free to withdraw at any time.

**If you have questions:** The researchers conducting this study are Adedotun Adejare and Prof. Samir Nurmohamed. If you have questions later, you may contact Adedotun Adejare at [adedotun@wharton.upenn.edu](mailto:adedotun@wharton.upenn.edu). If a member of the research team cannot be reached or you want to talk to someone other than those working on the study, you may contact the Office of Regulatory Affairs with any question, concerns or complaints at the University of Pennsylvania by calling (215) 898-2614.

**By proceeding, you are agreeing to take part in this research study.**

**Q3.1)**

Please take 2 minutes to reflect on one individual within your organization that you would consider a role model. While you reflect, consider what attributes led you to choose this individual and any interaction you have had with that person.

Please write a few sentences describing an experience you witnessed or had with the person you have chosen. In your response, please describe your reasoning behind choosing that person.

**Q3.2)**

Please take 2 minutes to reflect on one individual within your organization. While you reflect, consider what attributes led you to choose this individual and any interaction you have had with that person.

Please write a few sentences describing an experience you witnessed or had with the person you have chosen. Your experience may be positive or negative. In your response, please describe your reasoning behind choosing that person.

**Q4)**

What is the sex of the individual you described?

**Q5)**

Below is a list of statements referencing the individual you described in the previous question.

Please indicate how strongly you agree or disagree with each statement.

*Scale: Strongly Disagree to Strongly Agree, 7-point Likert*

- The individual chosen and I have similar professional goals.
- The individual chosen and I perform a similar task.
- The individual chosen and I have a similar academic background.

- The individual chosen and I share similar leisure activities and interests.
- The individual chosen and I hold similar religious beliefs.
- The individual chosen and I share common friend groups.
- The individual chosen and I have a similar personality.
- The individual chosen and I have a similar communication style.

#### **Q6)**

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

*Scale: 4-point scale; (1) Not at all true, (2) Hardly true, (3) Moderately true, (4) Exactly true*

- I can always manage to solve difficult problems if I try hard enough.
- If someone opposes me, I can find the means and ways to get what I want.
- It is easy for me to stick to my aims and accomplish my goals.
- Thanks to my resourcefulness, I know how to handle unforeseen situations.
- I can solve most problems if I invest the necessary effort.
- I can remain calm when facing difficulties because I can rely on my coping abilities.
- I am confident that I could deal efficiently with unexpected events.
- When I am confronted with a problem, I can usually find several solutions.
- If I am in trouble, I can usually think of a solution.
- I can usually handle whatever comes my way.

#### **Q7)**

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

*Scale: 4-point scale Likert Scale; Strongly Agree to Strongly Disagree*

- On the whole, I am satisfied with myself.
- At times I think I am no good at all.
- I feel that I have a number of good qualities.
- I am able to do things as well as most other people.
- I feel I do not have much to be proud of.
- I certainly feel useless at times.
- I feel that I'm a person of worth, at least on an equal plane with others.
- I wish I could have more respect for myself.
- All in all, I am inclined to feel that I am a failure.
- I take a positive attitude toward myself.

#### **Q8)**

In the beginning prompt, you were asked to write about which of the following:

- A role model in your organization.
- A neighbor from home.
- A positive or negative experience with an individual.
- A TV show recently watched

**Q9)**

What is your age? (numbers only)

**Q10)**

What is the highest level of school you have completed or the highest degree you have received?

- Less than high school degree
- High school graduate (or equivalent GED)
- Some college but no degree
- Associate degree in college
- Bachelor's degree in college
- Master's degree
- Doctoral degree
- Professional degrees (JD, MBA)

**Q11)**

Choose one or more races that you consider yourself to be:

- White
- Asia
- Black or African American
- Native Hawaiian or Pacific Islander
- American Indian or Alaska Native
- Other:

**Q12)**

What is your sex?

- Male
- Female

**Q13)**

Please indicate your occupation

- Management, professional, and related
- Service
- Sales and office
- Farming, fishing, and forestry
- Construction, extraction, and maintenance
- Production, transportation, and material moving
- Government
- Retired
- Unemployed

**Q14)**

Do you have any comments or concerns?